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ABSTRACT

The guide is intended to aid Manitoba's high school administrators and curriculum developers in adapting and classifying standard courses specifically for students of English as a Second Language (ESL). It begins with a description of the ESL course designation and a brief discussion of characteristics of the ESL learner. The distinction between the ESL and "modified" designation, for students with cognitive disabilities, is also made. Issues in identification of ESL students, deciding whether to adapt a course for ESL students, and implementing ESL courses are considered. Policy concerning the role of these courses in meeting graduation requirements, reporting ESL-designated courses, and support for change at the district level is discussed briefly. (Contains 21 references.) (MSE)

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Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4

A Resource for Senior Years Schools

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Renewing Education:
New Directions

Manitoba Education and Training
Linda G. McIntosh, Minister

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TOWARDS INCLUSION: A HANDBOOK FOR ENGLISH AS A SECOND LANGUAGE COURSE DESIGNATION, SENIOR 1-4

A Resource for Senior Years Schools

1995

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PURPOSE OF DOCUMENT

This handbook provides information about implementing inclusive educational opportunities for Senior Years English as a Second Language (ESL) students. Most ESL students who have not yet acquired an advanced level of English language proficiency will require substantial adaptations of Senior Years courses developed or approved by Manitoba Education and Training to support their learning. Although most ESL students acquire English language skills at an accelerated pace, they need to be provided with appropriate learning experiences and instructional supports.

As students develop English language proficiency, they will undertake a variety of locally developed and department-developed or -approved courses, including both ESL and non-ESL designated courses. The ESL (E) course designation is to be applied on an **individual course basis** to those department-developed or -approved courses that are adapted specifically for ESL learners. It is not to be applied globally to a full year of study.

This handbook describes the process of applying the E course designation to department-developed or -approved courses. It suggests mechanisms for identifying students, planning collaboratively for inclusion, and reporting courses that have been adapted specifically for ESL students.

Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4 is intended as an instructional programming resource to facilitate the inclusion of ESL students in regular Senior Years programming. The E course designation is not intended to isolate or exclude ESL students from the benefits of an education.

DESCRIPTION OF THE ENGLISH AS A SECOND LANGUAGE COURSE DESIGNATION

The E course designation identifies any curriculum developed or approved by the department that has been **adapted** at the school level for students for whom English is an additional language. The E course designation signifies that a course has been adapted specifically to facilitate an ESL student's acquisition of English and to assist the student in making the transition into regular Senior Years programming. Curriculum refers to the general and specific goals and objectives or outcomes of a particular subject area/course. These are outlined in the curriculum document(s) or curriculum framework(s) for a specific subject area/course and grade. When the curriculum goals and objectives or outcomes of a specific course are adapted **significantly** to accommodate the special learning requirements of individual ESL students, the E course designation must be used.

Significant adaptations to curriculum goals and objectives or outcomes are undertaken **before** a student begins the course(s). **"Significant" is defined as adaptations in curriculum goals and objectives or outcomes of 50 per cent or more,** undertaken to accommodate the special learning requirements of ESL students. This definition does not set limitations on teacher-student contact time or on the percentage of time students spend in the classroom versus pull-out time. These factors are determined by the learning requirements of the ESL student and the class as a whole in relation to the resources available in each school or school division/district.

Subject-area/course goals and objectives or outcomes are to be adapted on an individual basis using an Individual Education Plan (IEP) framework. The purpose of the adaptations is to facilitate the successful integration of ESL students into regular Senior Years programming. The E course designation is not intended to restrict access; it is intended to provide ESL students with a variety of learning experiences.

THE ESL LEARNER

How are ESL students described?

The label ESL and other labels such as Limited English Proficiency (LEP), Limited English Speaking (LES), and Non-English Speaking (NES) do not accurately describe the non-English speaking student. They are misleading because for many students English may be their second, third, or fourth language. In addition, not all ESL students have poor language skills in English. Often their reading is on par with students for whom English is a first language, and sometimes their knowledge of English grammar is better, although their spoken English may be difficult to understand.

The terms LEP, LES, and NES all carry negative connotations. They imply that students arrive at school with a deficiency and need instruction to fill the gap. Students have fluency in their own language(s); however, they have been placed in a situation where the language they have is not the language they need to function in the school and society at large.

In this handbook, the most commonly used term, ESL, has been chosen to refer to students whose first language is other than English and whose English proficiency is not sufficient to enable them to perform equally with students for whom English is their first language. For these ESL students, English is an additional language.

What questions should be asked about ESL students?

Here are some basic questions that should be asked about ESL students.

1. **Who is an ESL learner?**
   ESL learners are students who are unable to receive meaningful instruction within the context of the regular curriculum because they have little or no knowledge of English, their spoken English is difficult to understand, and/or they have limited understanding of their new environment.

2. **What is the student's reading level?**
   If possible, assess students' reading level in their first language to identify strengths and weaknesses they may have brought with them. This will assist in identifying the students' competencies, which may range from early literacy to full literacy.

3. **What is the student's academic history?**
   While most students have experienced a full formal education, many refugee students may have had their schooling interrupted for as much as four to five years and may require extensive upgrading as well as English language instruction.

4. **What schooling has the student completed?**
   Many students arrive with transcripts that verify the schooling they have completed. Others arrive without any school records. Schools should review the transcripts provided and assign appropriate credits. Students should be assessed and placed in an age-appropriate classroom and grade. IEPs should then be developed to meet each student's learning requirements.

5. **What are the student's academic strengths and weaknesses?**
   Once the ESL/resource and/or classroom teachers have completed an assessment of the student's English language and academic skills, the school needs to discuss academic aspirations with the student and parent(s) or guardian(s) and provide them with information regarding academic credit requirements and course levels so that the student can make the right program choices.

What is the difference between the ESL (E) and Modified (M) course designations?

While the intent of both the E and M course designations is to broaden the effectiveness of curricula to meet specific student learning requirements, their purposes differ greatly.

- The **E course designation** indicates that a course has been adapted using a variety of strategies and language teaching techniques. These adaptations are designed specifically to develop basic interpersonal communication skills, cognitive academic language proficiency, and subject-area knowledge to prepare ESL students for success in Senior Years courses where English is the language of instruction.

- The **M course designation**, unlike the E course designation, involves curriculum modifications that take into account the learning requirements of students with significant cognitive disabilities.

Under what conditions should an ESL student be given an M course designation?

The decision to provide an ESL student with a modified course requires collaboration among the student, parent(s) or guardian(s), the school administration, and the classroom teacher. Appropriate assessments that take into account language and environmental factors must be completed to ensure that an ESL student's cognitive abilities are assessed accurately. For example, students experiencing severe culture shock or post-traumatic stress disorders may perform well below their ability.

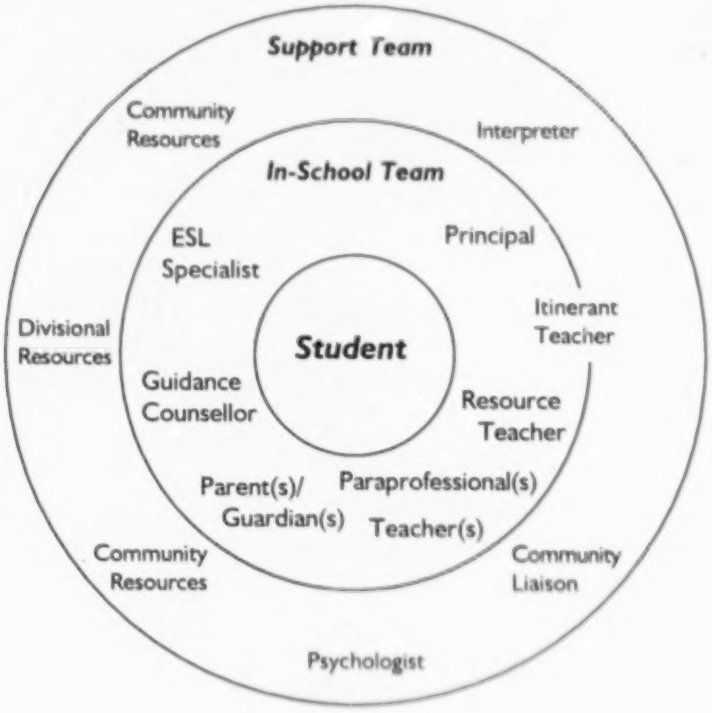
School-based resources can be assembled and coordinated through school administrators to ensure that the philosophy of the school and the school division/district is maintained, as well as to provide leadership in handling difficult situations. Divisional supports such as consultants, clinicians, and others may be able to assist in the process of deciding whether to provide a modified course.*

* Programming for ESL students with significant cognitive disabilities should follow the processes and procedures described in *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4* (1995).

DECIDING ON ESL PROGRAMMING: A COLLABORATIVE PROCESS

Who decides whether a student requires ESL programming?

The process of deciding whether to provide a student with ESL learning experiences involves collaboration. Although the decision ultimately rests with the in-school team, input from the support team is a factor in any decision-making process.



What is the process for deciding whether to adapt a course for an ESL learner?

ESL programming requires the careful selection and sequencing of a variety of Senior Years courses. In most cases, ESL learners will require a complement of courses that include

- department-developed or -approved Senior Years courses
- E designated courses
- SICs developed specifically for ESL learners
- other SICs or SIPs

It is important that the in-school team explore all feasible alternatives available for the ESL learner. In most cases, ESL learners will require both E designated courses and school-initiated ESL courses. The complement of courses that a student may undertake will depend upon the student's individual requirements, the school's ESL programming approach, and other factors.

The process for determining whether a course should be adapted for an ESL student occurs **before** the student begins the course. The in-school team

- reviews the student's learning requirements within the context of the student's personal goals
- assesses the student's knowledge of English, language(s) spoken at home, and previous academic experiences
- interviews the student with the assistance of a parent or guardian, an interpreter, or a community liaison
- identifies the appropriate course(s) to be considered for adaptation
- identifies SICs or SIPs for consideration
- reviews curriculum goals and objectives or outcomes in the course(s) under consideration
- selects the appropriate course(s)
- identifies appropriate adaptations through the IEP when it is agreed that the E course designation is appropriate

The E course designation is to be applied on an **individual course basis** to any department-developed or -approved course that has been adapted specifically for an ESL learner. It is not to be applied globally to a full year of study.

IMPLEMENTING CURRICULA ADAPTED FOR THE E COURSE DESIGNATION

Who implements curricula adapted for the E course designation?

The classroom teacher and the ESL/resource teacher(s) are responsible for implementing curriculum adaptations, with input from some or all of the previously identified professionals. A prime consideration is adapting the goals and objectives or outcomes of the curriculum to meet the ESL student's learning goals. Collaboration is crucial in this process.

The subject-area teacher will implement curriculum with ESL adaptations and will assign the E course designation. This teacher is recognized as the content specialist in the delivery of the curriculum and must ensure that the important vocabulary, skills, and concepts are being taught. The ESL/resource teacher may assist the subject-area teacher in adapting the teaching strategies and content but should not be viewed as a specialist in all subject areas. The process of adapting the curriculum for ESL students is therefore a collaborative effort and requires the expertise of both the subject-area specialist and the ESL/resource teacher.

How are adaptations identified within the Individual Education Plan?

Adapted learning experiences are developed within the IEP framework. This process must begin **before** an ESL student starts work in a particular course(s). School divisions/districts will have developed their own versions of the IEP. The planning team should refer to their division's Annual Division Action Plan (ADAP) for specific information on planning a formal IEP.

It is essential to outline

- what curriculum goals and objectives or outcomes have been adapted
- what learning strategies will be used to facilitate student achievement relative to the adaptations
- how the student, parent(s) or guardian(s), and school will know whether the curriculum goals and objectives or outcomes identified in the IEP have been achieved

Are students required to write provincial examinations and/or provincial standards tests for E designated courses?

A student who is enrolled in an E designated course will not write a provincial examination or a provincial standards test for that course.

MEETING GRADUATION REQUIREMENTS

Can ESL students graduate with only E designated courses?

ESL students may graduate with only E designated courses. The curriculum for any department-developed or -approved course may be adapted and assigned the E course designation, including compulsory core, compulsory complementary, and optional supplementary subject areas.* It is expected, however, that the adaptations made for the ESL student will lead to successful transition to regular Senior Years programming.

Can ESL students include school-initiated courses and student-initiated projects in meeting graduation requirements?

ESL students may also choose to include SICs or SIPs in meeting graduation requirements. ESL programming offered as SICs or SIPs should be designed to provide students with the opportunity to acquire cultural, linguistic, and academic skills necessary for integration into regular Senior Years programming. The E course designation will not apply to these learning experiences, but the title given to a SIC or SIP should reflect the nature of the learning experience students will acquire through the course or project.**

Will the E course designation meet postsecondary entrance requirements?

The E course designation, while capable of meeting graduation requirements, may not meet various postsecondary entrance requirements. Schools must help students ensure that they meet the entrance requirements of the postsecondary education, training, or work situations they intend to pursue.

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* Most ESL students will graduate with courses that include Foundation (F), Advanced (A), or Specialized (S) course designations. The F course designation will come into effect as new curricula and policies are implemented in accordance with *A Blueprint for Action* (1994) and *The Action Plan* (1995). Schools will continue to report courses using the General (G) course designation until the department advises differently.

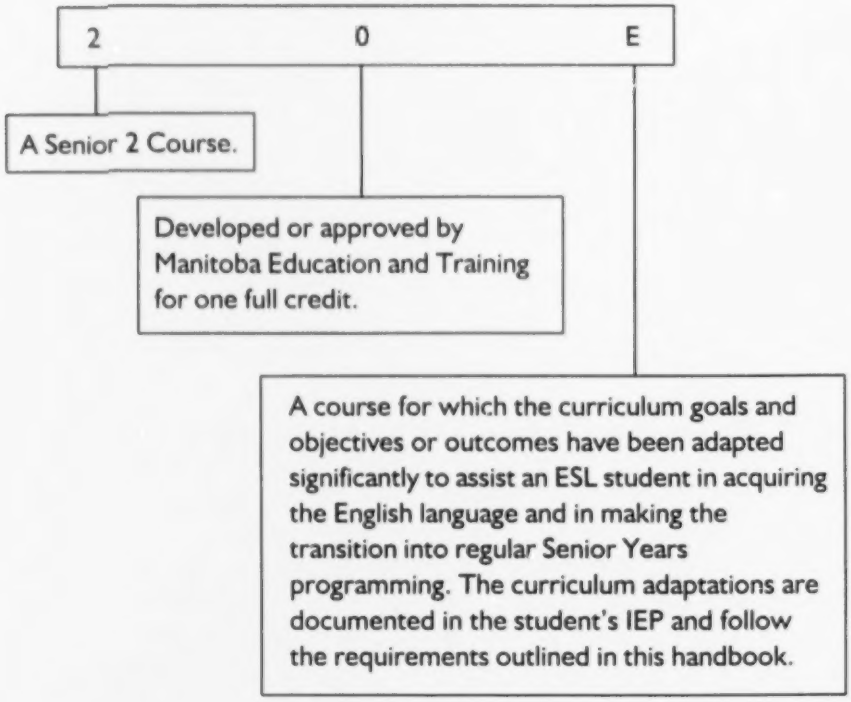
** For further information related to SICs and SIPs, see *Locally Developed Curricula: School-initiated Courses and Student-initiated Projects* (1995).

REPORTING THE E COURSE DESIGNATION

How is the E course designation reported?

Using the new course numbering system, a Senior Years course adapted for ESL purposes requires the addition of the letter E to its descriptor. For example, a Senior 2 English Language Arts course adapted for ESL students would be reported as 20E. The following chart explains this designation.

English Language Arts 20E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E
A Senior 2 Course.
Developed or approved by Manitoba Education and Training for one full credit.
A course for which the curriculum goals and objectives or outcomes have been adapted significantly to assist an ESL student in acquiring the English language and in making the transition into regular Senior Years programming. The curriculum adaptations are documented in the student's IEP and follow the requirements outlined in this handbook.

The above descriptor follows the course numbering system described in the Manitoba Education and Training documents *Implementation of the High School Review* (1992) and *The Action Plan* (1995). For additional information on the numbering system, please refer to pages 40 and 41 of *The Action Plan* and pages 44 to 47 of *A Foundation for Excellence* (1995).

ESL courses are reported on the same report card and/or statement of marks used for all students. A department-developed or -approved course that has been adapted for ESL learners will be reported using the E course designation and a percentage mark indicating the student's performance in the course relative to the goals and objectives or outcomes identified in the student's IEP. It is recommended that a student with an IEP also receive anecdotal comments from the classroom teacher(s) to reflect positive observations or concerns connected with the student's performance relative to the adaptations identified in the IEP. Anecdotal comments can also indicate the student's degree of readiness in making the transition to regular Senior Years programming.

SUPPORTING CHANGE

How are schools and school divisions/ districts supported in the change process?

Support to schools and school divisions/districts relating to the information in this handbook is available by contacting

Director
Program Implementation Branch
School Programs Division
Manitoba Education and Training
W130 – 1970 Ness Avenue
Winnipeg MB R3J 0Y9

Telephone: 204-945-7967
Toll free: 800-282-8069, ext. 7967
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Director
Curriculum Development and Implementation Branch
Bureau de l'éducation française Division
Manitoba Education and Training
509 – 1181 Portage Avenue
Winnipeg MB R3G 0T3

Telephone: 204-945-6022
Toll free: 800-282-8069, ext. 6022
Fax: 204-945-1625

Manitoba Education and Training will provide an additional resource to assist Senior Years schools in implementing the E course designation and planning ESL programming.

As well, many schools have created school- and/or division-based implementation teams to plan the implementation of new policies and curricula, and to organize and lead ongoing staff development and support activities within the school and/or school division. These teams can also help to inform the local community about the change taking place in schools as new policies and curricula are implemented.

Ideally, school- and/or division-based implementation teams include teachers, administrators, other school staff, parents or guardians, students, and members of the local community. It is critical that these teams have administrative support and leadership at both the school and divisional levels. Some divisions have established implementation committees to help coordinate the work of the team.

Manitoba Education and Training strongly supports the school-based implementation team concept and is committed to working with all educational partners to promote and support them.

SUGGESTED READINGS

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Manitoba Education and Training. *Language Development Handbook for Secondary Students with Limited Proficiency in English*. Winnipeg, MB: Manitoba Education and Training, 1984.

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